

JOANNA-WOODSON ELEMENTARY

510 South Ellis Street
Joanna, SC 29351

GRADES PK-5 Elementary School

ENROLLMENT 296 Students

PRINCIPAL Melodie Edwards 864-697-6480

SUPERINTENDENT Charles H. Lackey 864-833-0800

BOARD CHAIR Myron (Buddy) Hunt 864-684-0304

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	36	55	3	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

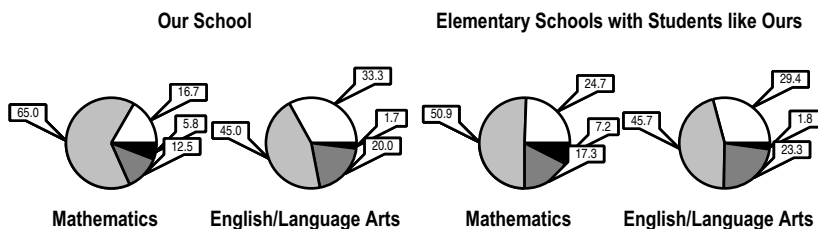
FOR MORE INFORMATION, VISIT WEBSITES AT:




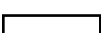
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Average	Good	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	26	48	37
Percent satisfied with learning environment	100.0%	100.0%	83.3%
Percent satisfied with social and physical environment	100.0%	97.9%	82.9%
Percent satisfied with home-school relations	80.8%	95.8%	86.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	127	100.0	33.3	45.0	20.0	1.7	21.7	17.6
Gender								
Male	72	100.0	35.8	41.8	19.4	3.0	22.4	17.6
Female	55	100.0	30.2	49.1	20.8	N/A	20.8	17.6
Racial/Ethnic Group								
White	85	100.0	36.6	40.2	22.0	1.2	23.2	17.6
African-American	41	100.0	26.3	55.3	15.8	2.6	18.4	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	104	100.0	27.7	46.8	23.4	2.1	25.5	17.6
Disabled	23	100.0	53.8	38.5	7.7	N/A	7.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	127	100.0	33.3	45.0	20.0	1.7	21.7	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	127	100.0	33.3	45.0	20.0	1.7	21.7	17.6
Socio-Economic Status								
Subsidized meals	N/A	0.0	38.5	47.4	12.8	1.3	14.1	17.6
Full-pay meals	127	100.0	23.8	40.5	33.3	2.4	35.7	17.6

Mathematics								
All students	127	100.0	16.7	65.0	12.5	5.8	18.3	15.5
Gender								
Male	72	100.0	17.9	61.2	13.4	7.5	20.9	15.5
Female	55	100.0	15.1	69.8	11.3	3.8	15.1	15.5
Racial/Ethnic Group								
White	85	100.0	13.4	67.1	11.0	8.5	19.5	15.5
African-American	41	100.0	23.7	60.5	15.8	N/A	15.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	104	100.0	17.0	64.9	11.7	6.4	18.1	15.5
Disabled	23	100.0	15.4	65.4	15.4	3.8	19.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	127	100.0	16.7	65.0	12.5	5.8	18.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	127	100.0	16.7	65.0	12.5	5.8	18.3	15.5
Socio-Economic Status								
Subsidized meals	N/A	0.0	17.9	69.2	10.3	2.6	12.8	15.5
Full-pay meals	127	100.0	14.3	57.1	16.7	11.9	28.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	37	N/A	27.0	48.6	24.3	N/A	24.3
	Grade 4	57	N/A	31.6	47.4	19.3	1.8	21.1
	Grade 5	48	N/A	43.8	47.9	8.3	N/A	8.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	45	100.0	22.7	38.6	34.1	4.5	38.6
	Grade 4	33	100.0	29.0	51.6	19.4	N/A	19.4
	Grade 5	49	100.0	46.7	46.7	6.7	N/A	6.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	37	N/A	35.1	40.5	18.9	5.4	24.3
	Grade 4	57	N/A	21.1	43.9	22.8	12.3	35.1
	Grade 5	48	N/A	35.4	64.6	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	45	100.0	15.9	65.9	13.6	4.5	18.2
	Grade 4	33	100.0	6.5	61.3	19.4	12.9	32.3
	Grade 5	49	100.0	24.4	66.7	6.7	2.2	8.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 296)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.3%	Up from 2.1%	2.7%	2.4%
Attendance rate	92.5%	Down from 95.7%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	3.7%	Down from 6.8%	11.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.1%	Up from 6.0%	8.7%	8.0%
Older than usual for grade	N/A	N/A	1.3%	1.1%
Suspended or expelled	0.3%	Down from 1.5%	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	60.9%	Up from 52.2%	46.4%	50.0%
Continuing contract teachers	95.7%	Up from 87.0%	85.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	80.5%	Down from 83.4%	86.0%	86.2%
Teacher attendance rate	97.8%	Up from 95.2%	95.3%	95.3%
Average teacher salary	\$42,244	Up 5.7%	\$39,337	\$39,909
Prof. development days/teacher	15.4 days	Up from 8.8 days	12.5 days	11.4 days

School				
Principal's years at school	1.0	Down from 20.0	4.0	4.0
Student-teacher ratio	19.3 to 1	Down from 21.4 to 1	18.7 to 1	18.9 to 1
Prime instructional time	88.9%	Down from 92.8%	89.5%	89.7%
Dollars spent per pupil*	\$5,838	Up 20.9%	\$5,897	\$5,892
Percent spent on teacher salaries*	63.9%	Down from 72.1%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.9%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been an exciting school year for Joanna-Woodson Elementary School. Our school received the Palmetto Silver Award for outstanding work! The students, teachers and parents are truly living up to our school motto, "Where Every Child's a Shining Star." We have enjoyed this successful year, in part because of our new programs and activities made available to students by the school community. Efforts during the school year included: 1) concentrated efforts in reading and math with lower-performing students; 2) additions of leveled books to the leveled bookroom for reading instruction; 3) implementation of running records as a diagnostic and assessment tool in K-5; 4) involvement of reading mentors; 5) implementation of "Thinking Maps" to help with writing instruction. These efforts will continue into the 2003-2004 school year in order to further strengthen the reading performance of our students. The implementation of a homework hotline will provide the framework for assisting parents and students with classroom instruction.

Accomplishments during the 2002-2003 school year included students participating in the Lieutenant Governor's Writing Award Program, Accelerated Reader Program, Accelerated Math Program, and a Character Education Service Project in which students donated \$1300 to the March of Dimes. In addition, students collected food for our Christmas Drive and wrote letters to our military in Iraq.

As we celebrate our accomplishments, we know we must address several challenges. We continue to seek ways to provide assistance to those students scoring below basic in PACT, as well as increasing the number of students scoring Proficient and Advanced in PACT. We will continue to improve writing instruction through the implementation of "Write From the Beginning."

Great appreciation is given to our district, community, parents, PTO, and our fabulous teachers! We couldn't do it without them.

Melodie Edwards
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.